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Agricultural Education

Vocational Community Canning Plant, Clarksville, Georgia. Adult Evening Class Members Run 178 Plants. (See page 32.)

A Good Suggestion Practiced by the Better Teachers Is: Learn to Listen

EDITORIAL COMMENT

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SUPERVISED PRACTICE

SUPERVISED or directed practice in farming is the core of vocational agricultural training whether we are thinking of all-day, part-time, or evening-school students.

Agriculture was taught in the high schools of a number of states before the passage of the Smith-Hughes Act. In many cases, the classroom teaching was excellent, and some field trips were arranged, but there was no real program of supervised or directed practice and often little relation between the classroom teaching and the farming practices of the boys.

With the Smith-Hughes Act came the requirement for supervised practice which at first was interpreted principally as meaning that boys should own some individual project which was separate from the other enterprises of the farm. As a result, boys spoke of "taking a project." This means anything from a setting or two of eggs or a part or all of the home garden to one or more litters of hogs, several dairy animals, or fields of corn, cotton, or wheat. These projects the boys were supposed to own altho in many cases actual ownership was and is very hard to determine. In connection with these projects, accurate records were also required, and, inasmuch as the value of the instruction was determined largely by the net income from the projects, there was practically always a fairly substantial net income so that, even tho a father might be losing his farm because he could not make interest payments, his son, taking vocational agriculture, would make several hundred dollars, perhaps, on a project representing but a very small part of the business of the farm. Of course, the boys knew they didn't actually make so much, but the figures looked pretty good. However, the records are only one weakness of the individual project as the main type of supervised practice. Other weaknesses are that many times the boy has a small enterprise which is operated the same as other enterprises, and neither represents nor contains any improved practice on the farm; oftentimes instead of considering himself a part of the farm family the boy is intent on improvement of his project with little thought to similar or identical enterprises beside it; many times there is very little practice in farming in the individual project. Of course, the projects to which we point with pride are not the ones with all of these weaknesses but often pointing with pride involves many miles of driving. Individually owned projects are valuable in developing a spirit of ownership on the part of the boy, but in the case of many of our farm families they are impossible to develop on a scale in which they would actually involve adequate preparation for farming. Most individual projects are not valuable as a means of determining the cost of production nor as a means of determining the value of vocational agricultural education.

A well-rounded program of supervised practice should be of such a nature that it provides training in the managerial and operative skills required in the type of farming involved. Only the very exceptional individual-project program will provide such training. Therefore, the individual project should be supplemented by training in improved practice and by training in farm skills. The average boy of high school age can well conduct a considerable number of improved practices, such as seed selection, curing, testing, and treating; soil testing, fertilizing, and terracing; orchard pruning and spraying; dairy herd record keeping; and farm record keeping. This list could, of course, be extended to cover several pages. These improved practices will add to the farm family income and will not interfere with the operation of the farm as a family unit. These improved practices will also make up a large part of the supervised practice of part-time and evening-school pupils. In addition to individual projects and improved practices, the program of supervised practice for all-day and part-time pupils should include training in farm skills. The average farm boy learns how to plow, disc, harrow, and cultivate, but he cannot operate a grain drill or a check row planter. He can feed pigs but not castrate them nor butcher them. He can do the simple jobs but not those requiring skill. Oftentimes the son of a poor farmer will have more opportunity than the son of a good farmer to practice such skills, as every good farmer in his community needs to have. The good farmer can do all the jobs so well that he never gives his son the chance to learn. It is the duty of the teacher of vocational agriculture not necessarily to teach those skills (perhaps the boy's father or some other farmer is better able to do the teaching) but to see that the boy gets a chance to learn.

If we develop our program of supervised practice in farming so that in so far as possible every boy enrolled in vocational agriculture owns something of his own, introduces improved practices in farming on the home farm, and acquires those skills which a good farmer in his community needs to have, we will be well on the way in our program to prepare the future farmers of America for proficiency in farming.—L. M. S.

THE F. F. A. AND VOCATIONAL AGRICULTURE

THE Future Farmers of America organization has a recognized place in the program of vocational education in agriculture in America and rightfully used will exert a positive influence in the instruction of rural youth. The national organization has contributed a splendid educational service to the states in setting up the aims and purposes of this organization of farm boys interested in vocational agriculture, and thru its various sponsored activities is pointing the way in building these objectives into realities. State and local workers in the field of vocational agriculture thru co-operative planning must devise ways and means of building the principal objectives of the organization into the lives of its individual members.

Agricultural educators in evaluating the F. F. A. in a program of agricultural education must be ever conscious of the fact that the mere setting up of an organization and ascribing to it a set of agreeable sounding aims is not the same thing as using such an organization for the attainment of the purposes held in mind. While guidance and encouragement from the state workers are important, the F. F. A. cannot fulfill its important educational function without proper direction and support on the part of the local agricultural teacher.

The principles of the F. F. A. are in accord with the general policies subscribed to by all vocational educators. Experience on the part of vocational agricultural students in building and executing chapter programs, in selecting suitable officers, in the execution of officer responsibilities, in co-operation, play and recreation, ritualistic training, and in contest activities will prove valuable in enabling them to find their proper sphere in the social and economic order. Proper co-ordination of the activities of the F. F. A. and the vocational agricultural program will enrich the experiences of individual pupils not only thru the building and executing of worthwhile programs, but in building habits of reading and thinking which will more likely remain long after the technical agriculture has been forgotten. Successful, forward-looking agricultural teachers are giving serious study to the place and possibilities of this comparatively new farm-boy organization in their educational program.—A. P. D.

Professional

Whither Agricultural Education in Building Attitudes?

PAUL J. KRUSE, Professor of Psychology, Cornell University, Ithaca, New York

The Argument in Brief

I. Behavior may be usefully described, in terms of knowing, doing, feeling; knowledges, skills, and attitudes.

II. Since education is the production of changes in human behavior, it has to do with changes in these three directions.

III. Traditionally the emphasis in schools has been and still largely is in the order as given above: knowledges, skills, and attitudes. Some reasons for this are presented.

IV. The conviction is expressed that for general education, at least, the order might better be reversed; namely, attitudes, skills, and knowledges. Brief argument in support is presented.

V. Agriculture as a tool of teaching examined in the light of some basic principles of learning.

VI. The opportunity and the obligation of the teacher of agriculture in the building of attitudes.

I. *The Behavior of Man*

THE behavior of man may usefully be considered as falling in the three categories of knowing, doing, and feeling. Man knows that food satisfies the cravings of hunger; he eats; he feels content, for the time being. He knows that water is wet; he wades a brook; he feels uncomfortable. He may know that two plus two equals four, that Albany is the capital of New York, that water is composed of hydrogen and oxygen, that not all men pay their obligations promptly. He may write, read, build a house, make a speech, swim. He may feel kindly, tired, elated, indifferent, fearful. Note the behavior of persons about you and see if you may not fairly readily make the classification suggested. The terms, knowing, doing, and feeling, refer to process, what is going on. Other useful comparable terms, but stressing product rather than process, are knowledges, skills, and attitudes.

II. *Education—Production of Changes*

It follows that, since education is the production of changes in behavior, it will be concerned largely with changes in these three directions, whether they be the product of formal schooling or the incidental accompaniment of living.

In a natural state man presumably becomes changed, educated only to the extent and in the directions demanded or permitted by a relatively simple mode of life. It is not appropriate here to do more than suggest that the struggle for existence forced the acquisition of certain essential skills and whatever knowledges

This is the second article to appear in the series—*Whither Agricultural Education?* The remaining contributions in the series will appear in succeeding issues of the magazine.—THE EDITOR.

may have contributed to such skills, and that there was probably relatively little opportunity for the expression of other feelings than those associated with life processes. Civilization may be thought of as progress toward freeing man for the acquisition of knowledges, skills, and attitudes beyond those necessary for a bare existence. And it is as an expression of doubt whether the knowledges, skills,

Paul J. Kruse

and attitudes man has acquired thru the ages are really to his benefit, that some people wonder about the worth of our boasted civilization.

But the past is gone, and our civilization is what it is, with the good and the bad. That of the future will be the result of what we have now and what we do with it. Since man makes his civilization, he can change it only as he changes himself, that is thru education. Hence it is the responsibility of the school, as the agency set apart for the systematic promotion of education, to examine its present opportunity and obligation. As I understand it, the purpose of this series of papers is to do just that in the field of agricultural education. And this particular paper undertakes to inquire into the place which the building of attitudes has in the work of the teacher of agriculture.

III. *Emphasis Given by the Schools*

It seems important first to point out that, traditionally, schools have tended to stress most the acquisition of knowledges, next, the acquisition of skills, and least, the development of attitudes. This appears altogether natural and not to be wondered at. In the earliest days, and under primitive conditions even today, life itself could be counted on generally to give experience in doing and in feeling. But the few who are to be the custodians of whatever knowledges exist as such must have the benefit of more formal schooling. Note further that knowledges, as here used, imply the use of symbols and that the acquisition of skill in the use of such symbols requires special instruction. Further, that once having acquired the arts of reading and writing the tendency is strongly in the direction of making school work have largely to do with what has been written.

The increasing emphasis on knowledges as against skills and attitudes in formal schooling was undoubtedly promoted by the fact that it is relatively easy to teach facts to those for whom verbal learning, that is learning in terms of symbols, is easy. And traditionally only such have been permitted to remain in school. It is safe to assume that many boys and girls are, after graduation from high school in June, finding further schooling closed to them because they have not been willing or able to acquire sufficient adeptness in the use of the symbols in which our knowledge is expressed to enable them to carry on in school. Among other reasons for the increasing emphasis on knowledges is the fact that fact-teaching calls for a very simple set up, involving chiefly books as tools. Compare the simple set up of the traditional classical academy with that of the modern activity type school. The teaching of skills other than such as have to do with the use of symbols, calls for space, materials, and tools. The teaching of attitudes calls for a social situation since it is chiefly in relation to other people that attitudes manifest themselves. Note modern attempts in this direction in the way of the socialized recitation of a few years ago, and now the activity unit, and the project.

Another reason for the continued emphasis on knowledges, only recently and slowly showing signs of change, is in the greater ease of testing learning in the realm of facts. It is largely a paper and pencil matter. The testing for the possession of skills, on the other hand, requires more time and space, materials, and tools again. So also in testing for the acquisition of attitudes the simple paper and pencil methods are not very useful. How one feels in a given type of situa-

tion can hardly be reliably judged in terms of what one says about it. Further, many of the most important attitudes, such as courtesy, kindliness, co-operativeness, good sportsmanship, require the social situations for their manifestation. The tests for the qualities that made for success at Waterloo were in truth present more on the playing fields of Rugby and Eaton than in the classrooms.

IV. *Change of Emphasis Needed*

It is the thoughtful conviction of the writer that the emphasis in schools may well be just the reverse of that which appears to be the case as indicated above. That is to say, chief emphasis may well be on the cultivation of attitudes, next on the acquisition of skills, and least on the accumulation of knowledges. For the sake of emphasizing the importance of attitudes as ends of learning and so of teaching, in modern life, such a suggestion seems to warrant careful consideration.

Many aspects of modern life give bases for such a contention, only a few of which can here be developed.

1. Large emphasis upon facts before a need for them has been brought about thru attempt to meet problems requiring such facts tends toward formalism and even worse. Dewey says[1]

(1) How We Think, pp. 176-7.

"Words separated from things are not true signs. . . .Genuine ignorance is more profitable because likely to be accompanied by humility, curiosity, and open-mindedness; while ability to repeat catch phrases, cant terms, familiar propositions gives the conceit of learning and coats the mind with a varnish waterproof to new ideas." This of course is not to deny the value of meaningful facts. But "words do not convey ideas, they merely arouse them, and like experiences, they must be assimilated and appreciated before they become useful."[2]

(2) Platt, Charles, Psychology of Thought and Feeling, p. 127.

2. Knowledge in the modern world is so limitless and so rapidly changing that for anyone to say except in a very tentative way, and for a relatively few basic truths, just what should be taught to all is almost presumptuous. This again is not to deny the importance of some facts over others but does impose a responsibility upon the teacher who asks that given facts be learned, that he be prepared to defend them on other grounds than that they are good for the memory, or even the soul.

3. The need of having our knowledge exact and up to date suggests the great importance of the acquisition of skill in securing facts when needed, in organizing them for given purposes, and in presenting them with clarity.

This of course suggests the cultivation, as a minimum, of the skill of reading rapidly and with understanding; of seeing relations in terms of symbols, that is, thinking; and of some forms of expression, at least writing and speaking the mother tongue.

4. Apart from these skills to be used as tools for the acquisition, interpretation, and expression of knowledge, the school has a wonderful opportunity to help boys and girls acquire many skills which will be a great source of satisfaction to them if they have the necessary modicum of capacity—such as musical performance, vocal and instrumental, skill in dramatic art and in various sports.

5. The importance of feelings as determiners of conduct seems far too little recognized in practice. Man calls himself the reasoning animal. We may grant that of all animals he most merits this description, but we are much mistaken if we assume that reason largely determines his behavior.

W. D. Scott[3] says:

(3) Psychology of Advertising, p. 103.

"Suggestion is of universal application to all persons while reason is a process that is exceptional even among the wisest. We reason rarely but act under suggestion constantly." And as Shaffer has pointed out, "In suggestion, the subject responds to the stimulation directly, without perceiving the source, significance, or value of the action to which it leads."[4]

(4) Shaffer, L. F. The Psychology of Adjustment, p. 480.

A committee of engineers sought answer to the question: What does industry look for in the college graduate? In summary of numerous answers from prominent managers the following statement was made: "Requirements of a technical subordinate are that he must have integrity and loyalty. He must be clean and a good citizen. He must be energetic and reliable. In addition he should be well grounded in the fundamentals of science."[5]

(5) Anderson, V. V. Psychiatry in Education, pp. 2 and 3.

In further support of the importance of attitudes as educational objectives, from the point of view of modern business, Anderson says, "It is the personality of the individual, the qualities of mind and traits of character, the whole person—his habits and attitudes—and not alone the degree of culture or skills he has acquired that really underlie his success or failure. These issues are in a large measure, in the light of modern psychology, susceptible of the scientific educational approach."

The importance of possession by the teacher of those *attitudes* appropriate to the teaching function, besides knowledge of and skill with the tools of teaching, is brought out in every inquiry regarding the effectiveness of a person as a teacher. Usually under the caption of "personality," but always in some form or other, inquiry is made as to qualities of integrity, initiative, industry, co-operativeness, enthusiasm, patience, tolerance, and the like, all of which depend more upon how we feel than on what we know.

The movement for better relations among members of a family—the chief problem dealt with in the fast growing field of parental education—is a manifestation of the importance of the feeling aspects of behavior. In an article on Parental Attitude, Dr. Harold H. Berman says,[6]

(6) Mental Hygiene News—N. Y. State Department of Mental Hygiene, February 1936.

"They [parents] should understand themselves thoroly and, so far as possible, not allow their feelings, disappointments and frustrations to color the lives of their children."

The movement for better employer-employee relations, modern practices in the treatment of criminals, the modern business policy of recognition of the buyer's interests, and even modern international diplomacy manifest the growing recognition of the importance of feelings in determining behavior.

"As a man thinketh in his heart, so is he," and thinking in the heart is feeling.

V. *Agriculture as a Tool of Teaching*

We shall now examine briefly agriculture as a tool of teaching in the light of some basic principles of learning. It is to be expected that since schools have been most concerned with inculcating knowledge, the traditional psychology of learning puts its emphasis in this direction. This is well illustrated by the fact that the fundamental principle of learning, the principle of association, was first stated in terms of *association of ideas.* "That ideas which have for any reason been connected with one another in the past tend to hang together, so that if one presents itself to the mind the others tend to come with it, has attracted again and again the attention of even superficial observers."[7]

(7) Angell, James R. An Introduction to Psychology, p. 160. (1918)

The traditional faculty psychology which posited faculties of memory, imagination, reasoning, and such, is further evidence of the emphasis in the direction of what we have called knowledge.

Objective psychology has, however, contributed the basis for a psychology of learning that takes fuller account of not only knowing, but doing and feeling. It makes the organism as a whole, in its behavior, and not only the so-called mind, the object of study. Accordingly, the principle of association is stated in broader terms: *Experiences that occur together tend to recur together.* This includes not only ideas, but feelings and acts.

If, on passing a field of new-mown hay, I have a fleeting vision of a boyhood summer day on a certain farm, I have an illustration of the operation of the principle of association. The smell of the new-mown hay serves to reinstate the other accompaniments of that same smell as experienced many years ago. Here ideas enter, in the way of representations of things not present.

Further, if, on entering the driver's seat of my automobile, I insert the ignition key in its socket, slip the shift lever into neutral, depress the clutch pedal, and step on the starter, I am illustrating in the realm of overt acting, that is, doing, as we have used the term, this same principle that "experiences that occur together tend to recur together." In the early stages of my learning to drive an automobile all these actions were thought of, that is I had ideas of them, before executing them. Now the fact that I have learned to drive means that these and many other acts are reinstated in their proper places without the intervention of ideas. The point is that ideas may or may not enter. Experiences, whether of thinking or doing, occur together, and so tend to recur together.

In the realm of feelings the essentials are the same. On meeting a friend whom I have not seen for some time and with whom, since he is a friend, I have had ex-

periences of pleasure, I now experience feelings of pleasure. Such feelings thru having been experienced while with my friend are now reinstated on seeing him. Suppose, however, that, as I write this, I am reminded of a distant friend and experience feelings of pleasure. The same principle is at work, the only difference being that, in the latter case, my feelings have been aroused by the mere thought of my friend, that is the idea of my friend, even in his absence.

If boys have experienced no pleasure in reading an English classic, later, on seeing or hearing mentioned this classic, there is no basis for assuming they will crave any further contact with it. If, on the other hand, they have experienced the glow of satisfaction that sometimes comes at the completion of a difficult job well done, the start is made for an association between the thought of completing a job and the anticipated satisfaction. Note here, how imagination is called into play, that is, the capacity to set up a picture of what is to be. Note also the importance of helping boys to jobs which are not so difficult as to deprive them of the opportunity to experience this satisfaction in a job well done.

If attitudes of co-operation, good sportsmanship, kindliness, enthusiasm, cheerfulness are to be built into the behavior patterns of boys, situations in which these feelings are experienced need to be set up.

It will not be possible in this paper to develop all the principles of learning, subsidiary to this basic principle of association. We shall have to be content with, first a general statement of the applicability of the principles of learning in the realm of attitudes, and then only brief mention of a very few that seem most pertinent here.

In a recent book[8]

(8) The Psychology of Wants, Interests and Attitudes, p. 189.

Thorndike makes the following statement on the basis of considerable research:

"The results of our experiments support the conclusion that a person can be taught new attitudes, and tastes as surely, though not as easily, as he can be taught facts and skills. The basic principles of learning by repetition and reward seem to operate with wants, interests, and attitudes as they do with ideas and movements."

In brief these "basic principles" may be stated as follows:

1. *Learning is an active process.* Learning may usefully be defined as the process whereby an organism thru its own activity becomes changed as to its behavior. Learning is achieved only thru the behavior of the learner, and is manifest in its effects only in the changed behavior of the learner. It should be clear from this that the function of the teacher is to set situations so as to get behavior that will result in the desired changes. If these changes are to be in the realm of attitudes, situations stimulating such behavior must be set up.

2. *The reactions that are learned are the reactions that are practiced.*

It has been customary to put this truth in the form—the reactions that are practiced are learned. The consequence has been that many have interpreted this to mean that practice is enough to insure learning. While strictly probably true, that any practice leaves its trace in subsequent behavior, this trace may be so slight as to be practically negligible for purposes of learning. The important truth may better be expressed by saying—*practice is essential to learning, but may not be adequate for learning.* The important thing is to get practice with as much of self in it as possible. Self-activity is essential to learning. A single vivid experience may be more effective than many colorless ones that don't "get under the skin."

3. *Satisfyingness of the practice promotes learning,* because: it promotes the necessary vividness implied in self-activity; and it promotes further practice.

"By a satisfying state of affairs is meant one which the animal does nothing to avoid, often doing things which maintain or renew it."[9]

Note that the statement does not say that satisfyingness is essential to learning. This unwarranted interpretation has given rise to a great deal of argument, with considerable heat at times and often without much resulting clarity. Satisfyingness promotes learning. Note the next statement.

4. *Annoyingness* of the practice: promotes learning in so far as it makes for vividness; hinders learning in so far as it acts as a deterent to further practice.

"By an annoying state of affairs is meant one which the animal does nothing to preserve, often doing things which put an end to it."[9]

(9) Thorndike, E. L. The Psychology of Learning, p. 2.

Most of us have had the experience of learning thru an experience that brought annoyance, such as giving the wrong answer. We may thus have learned very thoroly that a given answer was wrong, and so to avoid it in the future. But learning the right answer in this situation is conditioned on its being experienced. It follows that doing the wrong thing may be the occasion for learning the right thing, thru the latter's being made vivid.[10]

(10) Prof. Knight Dunlap made the chance discovery that he could overcome his habit of writing the word "the" misspelled as "hte," not by practicing "the" but by practicing "hte." He thought it necessary to set up a new hypothesis, the "Beta hypothesis," to the effect that in order to learn a given thing, you should practice its opposite. He seemingly did not see that what he was really doing was making vivid "the" every time he wrote "hte."

The second part of the statement, that annoyingness of the practice hinders learning in so far as it acts as a deterent to further practice of the thing to be learned, is the other side of the picture. Stock judging cannot be learned in a few practices however vivid. There must be much practice. Hence anything that promotes practice with vividness, i.e., with as much self-activity as possible, promotes learning. By definition, annoyingness, a state of the organism which it seeks to avoid, obviously does not promote practice. Note again, that this is not to say that there will be no learning to judge stock if the performance is annoying. There may well be such learning even if the practice is continued thru outside compulsion. The point is that the practice, such as it is, does promote learning despite the accompanying annoyingness. Note, however, that feelings of annoyingness are being experienced in connection with stock judging; and so, by the operation of the principle of association, stock judging will subsequently serve to reinstate feelings of annoyance. Later, when free to do as he pleases the learner will tend to avoid stock judging.

It may be pointed out further that persistence at stock judging, thru outside compulsion, may, thru the acquisition of increased skill, gradually break down the feelings of annoyance with resulting increasing satisfaction. This is the basis in truth for the statement of the person who says he is thankful to his teachers or parents for keeping him at a given exercise against his wishes. Let us not forget, however, the probably far greater number who learned little more than to dislike the exercise, whatever it may have been.

It should be apparent that the teacher's problem in this connection is, in the case of those things which must be learned, to make the performance as satisfying as possible, or at the best as little annoying as possible, but also to recognize that the learning of anything under such conditions may be at the cost of acquiring attitudes of dislike which may seriously interfere with later use of what was learned.

It is failure to see the rather subtle relationship between satisfyingness and annoyingness in their effect on practice that results in extreme views. On the one hand, the disciplinarian says, "Make it hard. The less he likes it the better it is for him." On the other hand is the extremist who fails to see that under skillful handling pupils can learn to like what they now dislike, and so falls into the error of determining objectives only in terms of present interests of pupils. George Bernard Shaw showed his usual insight when he said, "You'd better get what you like, or you'll be liking what you get."

VI. *The Opportunity and the Obligation of the Teacher of Agriculture in the Teaching of Attitudes*

It is generally assumed among educators that the study of the humanities—languages, literature, history—contribute most to the liberal life, to humanism, culture, the good life, or whatever one may call it. This presumably is because the humanities are in truth the records of living. And no doubt they do so in a marked degree for those who have sufficiently mastered the symbols in which the records have been made—whether in literature or other forms of art; and have also sufficient background in experience so that the symbols carry meanings for them. But that not all in our schools do so master the symbols and have such background that they get this expected cultural return from the study of the humanities is certain. Indeed many who can and do master the tools, such as Latin, or a modern foreign language, have no time left, even if they had the inclination, to make use of them as a means of understanding life. The opportunity should always be open for those relatively few students for whom these avenues are suitable for the attainment of culture. To assume, however, as so often has been done by educators, that this is the only, or even the best, route for all is unsound.

The sciences have been traditionally, and are yet for the most part, looked upon by educators as contributing much less toward culture than the humanities. There are many reasons for this. Here only a few may be suggested. The early start and thoro establishment of the humanities during the ages when there was no science; the undoubted great skill of teachers in the humanities and the relative availability of the tools for teaching; the early emphasis on physical science with its seeming remoteness from human affairs; the overemphasis on the "scientific" by the leaders in the field as a way of building prestige for their own. The objectives in the teaching of science have been chiefly the inculcation of facts, sometimes principles, and more recently training in scientific method.

The technologies—practical arts—in so far as they have won a place in our schools have done so on two counts. They have served as means of training of many who would not or could not master the symbols necessary to carry forward study in the humanities, and they have served as the avenues for vocational training. In line with both these bases for introduction of practical arts, the emphasis has always been largely on skills, on doing, rather than knowing.

There is a growing recognition, among educators, that school subjects should not determine the objectives of teaching, but are merely tools of teaching, to be chosen and evaluated always in terms of their suitability to the raw materials (that is the students), and the objectives (that is the behavior changes). Teachers of agriculture will not want to fail to subject their tool to careful scrutiny with a view to determining whether or not they are making the best use of it.

THE purpose of the concluding part of this paper then is to briefly suggest the opportunity and the obligation of the teacher of agriculture in this connection. There will be no attempt to indicate the attitudes which the teaching of agriculture is specially suited to develop.

The argument above has been intended to show the need for more emphasis in the developing of attitudes as educational objectives. Agriculture has an opportunity to do its share.

Since, as has also been pointed out, the same principles of psychology govern in the learning and the teaching of attitudes as in the realms of teaching facts and skills, it remains only to suggest some advantages which agriculture as a field of study and teaching seems to have.

1. The tradition is good and the opportunities are excellent for getting that high degree of self-activity which makes learning effective. The variation from field to laboratory to classroom or library represents an almost ideal situation for promoting active effort.

2. The opportunity for the operation of that satisfyingness which, as we have seen, is so promotive of learning is very marked. The cravings for activity, for doing things and seeing things happen, for self-assertion (particularly in the carrying forward of individual projects), appear to have unusual opportunity to find expression. Compare, for example, a class in ancient history. For those who are preparing for the vocation of agriculture there is, of course, the further powerful urge of "the life career motive."

3. The principle that the learning situation should be as closely similar as possible to the life situation is specially applicable. Projects here can be real projects and not merely remotely similar to life situations. This means that the possibility of transfer from the teaching to the life situation is the greater because of the large number of elements common to both.

4. The laboratory and field trip seem to offer unusual opportunity for setting situations calling out attitudinal responses making for co-operativeness, sportsmanship, courtesy of the genuine man-to-man sort, and the like.

5. The opportunity to encourage each pupil to undertake work suited to his needs and capacities appears to be markedly better than in many other subjects. It is recognized to be an obligation upon the teacher of agriculture to survey the farming of his community to discover in the current practices the needs of his pupils in the way of facts and skills. So it is his obligation to study the residents of his community as a basis for determining the attitude which he shall strive to develop in his pupils. A study of the qualities of leading farmers should be useful in determining upon specific objectives in the way of attitudes.

Bearing in mind that he is a teacher of boys thru the medium of agriculture, rather than, as we are still prone to say, a teacher of agriculture, he will recognize his obligation to seek opportunity to give practice in and so help to develop those attitudes and ideals which represent the very best in our citizenship.

New Sheep Book

SHEEP is the name of a book just off the press, written especially for use in departments of vocational agriculture by Levi Jackson Horlacher, professor of animal husbandry, and Carsie Hammonds, professor of agricultural education, at the University of Kentucky. This book is 300 pages in length and is illustrated with approximately 125 excellent cuts. The binding, paper, and printing are good.

The book deals with sheep production and management. The arrangement is distinctive. At the beginning of each chapter (or unit) a small amount of space is devoted to illustrating one or more typical problems which an individual or class may have in sheep production. The bulk of each chapter consists of material which may be used in solving the problems. Experimental data and selected portions of contributing sciences are presented. "Farming studies" are included at the end of each chapter, in which one may check the practices followed on the home farm, compare them with practices discussed in the chapter, and perhaps make definite plans for improving such practices as should be improved.

Divisions within the chapter are natural and clear. Quick and easy reference is made possible by listing in the table of contents all important chapter divisions and by an index with plenty of cross references. You will find this a very helpful book.

Single copy, $2 postpaid. When five or more copies are ordered and cash accompanies the order, a discount of 25 percent is allowed. The publisher is The Commercial Printing Company, 540 Walnut Street, Lexington, Ky.—R. A. O.

Southern Regional Conference

H. W. SANDERS, Teacher Training, Blacksburg, Virginia

Editor's Note: The following extracts from the proceedings of the southern regional vocational conference were submitted by Professor Sanders, who acted as general secretary for the meetings.

CO-OPERATION BETWEEN TEACHERS OF AGRICULTURE AND HOME ECONOMICS

Two states in the southern region have done some unusual work on a co-operative basis. Reports of these activities were made at the annual conference of the regional workers. Miss Esther Rogers, supervisor of home economics in Mississippi, is chairman of the joint committee for home economics and agriculture. Miss Margaret Browder made the report of the work in Tennessee, and Mr. L. M. Sheffer, supervisor of vocational agriculture, made the report for Georgia. Summaries of these reports follow.—H. W. S.

FARM boys and girls out of school will go back for short courses if you offer them what they want. This is the experience we have had with our twenty-day courses given by the Savannah Central High School of Hardin County, Tennessee.

To call attention to our twenty-day course, circular letters were sent to over two hundred prospective pupils, and personal visits were made by the vocational agriculture and home economics teachers. In addition, announcements were made in the elementary schools, and short articles were run in the newspaper. Special care was taken not to let pupils attend the short course if they were of elementary school age. The majority who enrolled had completed the sixth, seventh, or eighth grades and had dropped out of school for some cause.

The school schedule was arranged to keep the pupils busy with class work each period except an activity period and one study period. An additional period each was added to the regular daily schedule for the 20 days and in this way the short course schedule did not interrupt the regular high school course.

The girls took courses in letter writing, health, home economics, and in arithmetic. The boys' classes consisted of letter writing, agriculture, arithmetic, and shopwork. These students also had the opportunity to enjoy the regular school activities and physical education. They were considered a part of the school, showing great interest in their work, as they were taking advantage of an opportunity they had desired but had never been able to obtain. Five or six members of the faculty co-operated with the teaching of letter writing and mathematics.

The girls studied nutrition, clothing and food selection, grooming and manners, in the home economics classes. Demonstrations were given on rug making, making over dresses, and canning. They also planned, prepared, and served a meal. The main object of this short course was to attempt to raise the standards of living in their homes by the study of life's essentials—food, clothing, and shelter. It is necessary for girls to learn the things that make home an interesting place in which to live.

In agriculture the boys studied soil erosion, which was illustrated by pictures and field trips. They actually laid out and built terraces, sorted and graded feed cattle, and studied cutting, curing, and storing of lespedeza hay.

Thirty students completed the course. At the end of the 20-day period, nine out of 30 students enrolled in the freshman class, which proved that they were getting what they wanted. Some of the students had been out of school for five years. They now realize how valuable school really is, and they are striving to make the best of it.

Miss Browder stated that this project, altho sponsored by the home-economics and agriculture teachers, represented the co-operative efforts of the entire school faculty, the parent-teachers' association, and the local school board. Boys and girls were brought in by regular school busses.

The Snellville, Georgia, Co-operative Program

Snellville is located in the open country, twenty-five miles from Atlanta. The teacher of agriculture as principal, along with the home-economics teacher and the other teachers of the school, made a survey of the community by means of home visits. Information was compiled covering the home and farm needs of the community. The home needs covered food, housing, and social needs of the family. The farm needs included farm equipment, buildings, and farm organization.

Other features of the Snellville case may be observed as follows:

I. Objectives
- A. Home improvement
  1. Homes
  2. Home equipment
  3. Food to meet adequate dietary needs
- B. Farm
  1. Out-buildings and equipment
  2. Reorganization of farm program
     a. Reduction of cotton
     b. Addition of home markets
     c. Addition of vegetables for home market
     d. Work stock

II. Facilities needed to carry out objectives
- A. Canning plant
- B. Workshop
- C. Woodshop
- D. Blacksmith shop
- E. Sawmill
- F. Women's work room
- G. Harness shop
- H. Organization

III. Results to date
- A. Homes
  1. Four farm homes built. Others remodeled.
  2. Used in repairing homes, $170.
  3. Lunch room for serving underweight children.
  4. Houses painted.
  5. Women improved home equipment.
  6. Clothing made.
  7. Meat from 340 head of cattle canned.
     50,000 cans of vegetables canned for home use.
  8. Sanitary toilets installed.
  9. Well curbs constructed.
- B. Farm equipment
  1. Built two cow barns.
  2. Repaired 46 wagons.
  3. 500 jobs performed in the blacksmith shop.
  4. Bought 26 head of brood mares.
  5. Made harness.
  6. Made trailers.
- C. Farm program
  1. Employed a trained poultryman.
  2. Increased gardens for home use and sale of products.
- D. Social
  1. Organized a string band.

IS LIVE-AT-HOME FARMING THE SOUNDEST POLICY FOR SOUTHERN FARMERS?

The ancient southern practice of buying supplies on credit to produce money crops has resulted in a form of agricultural slavery that constitutes one of the South's greatest problems. The following summary of a speech by Dr. Clarence Poe, editor of the Progressive Farmer and Agricultural Member of the Federal Board for Vocational Education, made at the Southern Regional Conference of workers in Vocational Agriculture at New Orleans in April, 1936, should be of interest to readers from certain other regions as well as of the South.—H. W. S.

HENRY W. GRADY has summed up in a single sentence the humiliating slavery of money crop farming on the one hand and the glorious liberty of live-at-home farming on the other hand:

"When every farmer in the South shall eat bread from his own fields and meat from his own pastures, and disturbed by no creditors and enslaved by no debt shall sit amid his teeming gardens, and orchards, and vineyards, and dairies, and barnyards, pitching his crops in his own wisdom and growing them in independence, making cotton his clean surplus, and selling it in his own time and in his chosen market and not at a master's bidding, getting his pay in cash and not in a receipted mortgage that discharges his debt but does not restore his freedom—then shall be breaking the fullness of our day."

The sad and pitiful plight of the negro crop farmer is illustrated by the negro who begged his nearest supply merchant to let him take home for one night the money he had worked for all year, promising to bring back every cent of it the next day.

Dr. E. C. Bronson also sums up in one sentence the practical result of buying supplies to make money. "Our wealth-producing powers are enormous," he says, "but our retaining powers are almost non-existent; every four years our people produce as much wealth as they have saved up in 250 years." We have enormous wealth-producing power in the South, but under our system of buying supplies to make money crops, we get almost nowhere.

Three changes in governmental farm policies are recommended to correct the desire of certain farm owners to retain the money crops farming system in order that they may exploit the tenant:

1. "Time prices" usury should be outlawed and productive credits practically monopolized by the PCA's of the Farm Credit Administration and similar agencies.

2. Worthy tenants should be helped to become landowners, thru some such plan as the proposed Bankhead-Jones Tenant Aid Bill.

3. Bounties, bonuses, or benefits under the AAA or similar programs should not be paid at the same rate to large landowners doing commercial farming as to small farmers seeking to make a mere living for their families.

The practice of buying supplies to make money crops results in the payment of interest at a rate of 40 percent and this in face of the fact that "no business can pay 8 percent for credit and survive!"

In answer to the argument that the West can produce certain commodities more cheaply than the South and that the South is best suited to the production of limited crops, it should be remembered that the world does not need all the commodities the South is capable of producing. Moreover, freight rates that do not add anything to the quality of those products grown elsewhere must be added to the production cost.

Elizabeth Kelly, a teacher and a farm woman of the South, has experienced the glorious liberty of live-at-home farming. She exemplifies the sentiment expressed by Henry W. Grady. The South should have more citizens of this type.

The farmer who farms to make first a good farm and a good living usually does both; but he who farms to make money and a living fails in both. The money crop farmer does not regard himself as a homemaker. His concern is with the present. The live-at-home farmer, on the other hand, has a deep and abiding interest in the soil and cherishes the hope that he may leave it in a better condition than he found it. A home where happiness and contentment abide and where good citizenship may be developed is his goal. This is the great need of the South today.

Continuing Education Thru Evening School

O. V. WINKS, Vocational Agriculture Teacher
Cambridge City, Indiana

SEVERAL graduates and ex-members of the vocational agriculture department of the Cambridge City (Indiana) High School petitioned O. V. Winks, vocational agriculture teacher, to organize an evening class in farm shop activities for them. In co-operation with the industrial arts teacher a farm shop and industrial arts evening school was organized and the first meeting was held on January 22. The group met each week thereafter until the busy season in farm work started.

In all, twenty-four young men enrolled and applied themselves to jobs requiring: (1) soldering, (2) threading bolts, (3) tempering, (4) tool sharpening, (5) belt lacing and splicing, (6) glass cutting, (7) pine fitting, (8) gas engine timing, (9) pouring bearings, (10) forge operation, (11) pulley problems, and (12) working with sheet metal.

Each meeting opened with a demonstration after which each class member undertook a job and carried it to completion under supervision. A small fee was charged to take care of the costs for demonstration materials. Otherwise there were no charges to the class members. A review of the report from this class discloses the fact that they engaged in seventy-one different projects. When the class held its last session it was agreed unanimously to organize for another session in the 1935-1936 school year.

(Continued on page 27)

Supervised Practice

Analyzing Supervised Practice Records

R. E. BASS, Instructor, Chilhowie, Virginia

The analysis of project records of pupils enrolled in vocational agriculture is a measuring stick for the value of vocational agriculture to the student. A final analysis summary over a period of years is of untold value to the students in planning their supervised practice programs and to farmers in laying out their management operations.

Project analysis is a practice long advocated but seldom practiced. It is a tedious work to say the least, and it requires hours of calculation and checking. Unless the students' records are accurate, of course, the analysis will not be worth anything.

The instructor who analyzes his students' records has erected for his efforts a monument of local agricultural information at his finger tips. It is better than state or national data because it represents the conditions within the community in which the department of vocational agriculture has its patronage area.

All projects of agricultural all-day students at Chilhowie High School since the inauguration of the department in 1929 have been analyzed by enterprises by years, and the averages for the six years computed. The accompanying analysis of the "DAIRY" enterprise shows the form used for all enterprises.

Some explanation may facilitate deductions from the figures: Dairying was a new enterprise in the Chilhowie community in 1929 with the Pet Milk Company just starting operations and farmers in this beef cattle section paying high prices for dairy cows to enable them to get their share of the then comparatively high-priced milk. In an effort to produce more milk these farmers bought high-priced feed, increasing the cost per 100 pounds of producing milk. They fared better than beef cattle farmers until 1932 when the bottom dropped out of milk prices, but the analysis shows that the vocational agricultural students were ready for this drop in price. They had cut their cost of production from $1.92 per 100 pounds of milk to $1.04 in 1932 and continued to cut it until in 1934-35 they produced milk for about one-fourth what it cost the average student in 1929. In addition to cutting cost of production the chart shows that the students increased the production per cow. The labor income per hour for the first three years is not exactly right because in this analysis the value of the cow was not subtracted from the total income before computing. This, of course, should be done to give an accurate picture and was done as soon as the mistake was noted. All in all the analysis is accurate, and such a summary of all projects bound together is most valuable to the students. The all-day classes at Chilhowie use this analysis nearly every day, and as it is added to year after year we realize more and more the good it is to us. It gives the boys an incentive to try to beat the ones who preceded them, and so far each class has done a little better in some way than the others on one or more enterprises. A mimeographed or printed booklet of all these analyses is contemplated for students and farmers.

SUMMARY OF DAIRY ENTERPRISES

Items considered	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	Averages
Number students (80)	14	22	8	7	13	16	12.3
Total number of cows (170)	32	35	11	11	40	41	28.3
Average yield in pounds milk per cow	4188	5531	6269	4852	4675	6426	5323.5
Credits per cow	$247.69	255.43	234.09	115.15	82.36	141.95	$179.45
Charges per cow	$193.12	158.91	128.70	78.88	49.08	79.78	$114.74
Net profit per cow	$ 54.57	96.52	105.39	36.27	33.28	62.17	$ 64.71
Paid self hours labor per cow	$ 18.60	22.20	21.45	8.90	7.80	12.00	$ 15.16
Total income per cow	$ 73.17	118.72	126.84	45.17	41.08	74.17	$ 79.87
Self hours per cow	124	148	143	89	78	120	117
Hired hours per cow	Counted	with self ho	urs	21	20	31	24
MILK Income per 100 pounds	$ 2.89	2.87	2.75	1.49	1.32	1.33	$ 2.11
Cost per 100 pounds of milk	$ 1.92	1.34	1.04	.71	.62	.51	$ 1.02
Net profit per 100 pounds	$ .97	1.53	1.71	.78	.70	.82	$ 1.09
Average value per cow	$118.98	91.21	88.75	45.11	90.61	51.52	$ 81.03
Labor income per hour	.60	.80	.95	.45	.42	.50	.65

The writer has seen several analyses of projects worked out like the ones at Chilhowie, but computations were made per student instead of per animal or per acre of crops. This should never be done to get agricultural information. It's crops and livestock that we want records on and not boys. It is not of value to know how much corn ten students produced, but it is important to know how many bushels they produced per acre and how much each bushel cost them.

The all-important thing in analyzing records is to have accurate records from which to work. And until we get accurate records and summarize them, we will never know the weak points in our teaching and not knowing them we can not correct them, and we will continue to grope around in the dark.

Factors Essential to a Project Program

L. H. LEBO, County Adviser, Lebanon, Pennsylvania

I. A visit to the boy's home early in the fall of the year for the purpose of acquainting the teacher with the boy's environment and to discuss project work with the parents—"Don't forget to sell the project idea to mother; her reaction frequently determines the success or failure of a project."

II. After the first visit or survey, the teacher should critically analyze the boy's possibilities for carrying on project work so that during his second visit he may tactfully suggest a project to the boy and parents.

III. Hold a conference with the pupil at school or at home to discuss the kind and type of projects the boy should carry. Guide him in his decision, as a result of the study of his environment.

A. Factors to be considered in suggesting a program for a pupil.

1. Type of personality of boy and parents.
   a. Ambitious
   b. Intelligent
   c. Thrifty—financial condition
   d. Reaction towards education
2. Size and type of farm, owned or tenanted.
3. Fertility and type of soil.
4. Condition and availability of building.

The conference, if held at home, takes place usually during the evening after supper with the pupil and father or mother. Sometimes a second visit is necessary when one of parents is absent. During this conference the "cards are laid upon the table"—the possibilities, the rewards, and the difficulties of proposed program are discussed.

B. Possible economic measures which may be discussed:

1. Marketing at right time.
2. Run early broiler and pullet project.
3. Early and late potatoes.
4. Selling of excess plants such as cabbage, celery, etc.; a well-planned, year-round program.

C. Frequently a budget is submitted

in order that the financial side of the project may fit in with the regular finances of the farm business.

IV. Possibilities of more conferences to sell vocational program. The teacher might help with or solve some other farm problem, such as: test soil for acidity; test milk; cull poultry; identify and control insect and weeds; give formulae of home mixed feeds, etc.

V. Have project large enough so that it will be a real business requiring skill in management and making possible adequate financial returns.

Keeping Farm Practice Records

G. C. COOK, Supervisor,
Fargo, North Dakota

THE keeping of complete and accurate records in students' supervised farm practice work is of vital importance to every teacher of vocational agriculture. Accurate records obtained from the students' projects are extremely valuable as a teaching device if properly kept. The keeping of such records affords splendid training to the boy and a knowledge of standards of proficiency in each enterprise, such as, pounds of wool per sheep, percent of lamb crop, pounds of feed per pound of gain, etc. Every teacher of vocational agriculture should carefully supervise his students and see that the proper records are kept.

Why Records Are Poor

It seems that a large number of teachers are experiencing difficulty in having their students keep complete and accurate records in their supervised farm practice work. Some of the reasons for this difficulty are as follows:

1. The teacher does not spend sufficient time on this phase of the work in the classroom.

2. The teacher does not have an appreciation of the importance of keeping accurate and complete records.

3. The teacher does not observe the books and check the records on each supervisory visit.

4. The teacher does not visit the students often enough.

5. The students may be permitted to keep their records on any scrap piece of paper until just before time to close the records in the fall. (They then try to assemble them and record them in their record books.)

6. The students may not write any records in their record books during the school year. The instructor may think he will wait until summer, then, as he visits the students help them fix up their books. (A very poor method.)

7. There may be lack of interest on the part of some students. (Such students need more attention from the instructor.)

8. There may be a lack of co-operation at home. (This largely depends on the ability of the instructor to gain co-operation.)

9. The teacher may not properly encourage the students to keep accurate and complete records.

10. The instructor may not set up high standards and require the students to live up to them.

After all the chief responsibility is on the instructor, as practically all of the above mentioned points are under the control of the instructor.

A Method of Keeping Records

The following method has been found satisfactory for keeping the records accurately and up to date. The procedure is as follows:

1. Carefully explain the importance of the work to the students and the necessity of accurate and complete records if they are to be of any value.

2. Visit the home farms and secure the co-operation of the parents.

3. Aid the boy in his selection of enterprises.

4. Have the students keep their record books at school during the school term and a diary at home.

a. Set aside a definite day in each week when the students are to bring their diaries they keep at home to school and record the records in their books.

(1) After the lesson assignment is made ask all students to record in their books any project records they may have. (Students who have no records to fill in should start studying the job laid out in the assignment.)

(2) The instructor should carefully supervise each student. (Under this procedure the books are kept up to date in that the records are entered each week. They should be accurate, as the instructor has a chance to check them each week. They should also be complete, properly recorded, and neatly written. When the school term is over, all record books are in good condition.)

b. The books may be kept in a cabinet in the classroom readily accessible to the teacher, superintendent, or supervisor.

5. When the school term is over the students should take their books home.

a. The books should be filled in during the summer from the diaries, under the supervision of the instructor on each of his visits.

6. The instructor should visit the home farms frequently and carefully observe the projects and all methods used.

7. The instructor should set high standards for the work.

8. When school starts in the fall, the books should be brought back to school.

9. The records should be closed for the year under the supervision of the instructor.

10. The instructor should not do the thinking for the student, but rather train him to do his work as it should be done.

Some instructors feel that they do not have time to have the students fill in their record books during the regular class period. It must be remembered that the supervised farm practice work is one of the most important phases of the vocational work and that it well deserves some time in the classroom. It is much more important to use the class period for the supervised practice work than to spend it on such jobs as the history and origin of the different crops, breeds of livestock, etc. The method described in this article on keeping the record books filled in requires very little time each week. In fact, in many instances, five to ten minutes is all that is required.

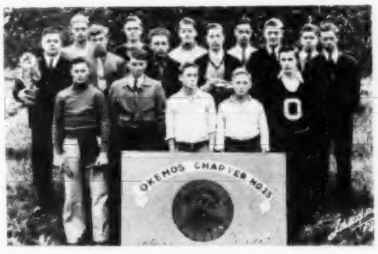
A Group Enterprise

L. H. KELLY, Teacher,
Okemos, Michigan

LAST year a twelve-acre, general-fruit orchard was rented for one year for money rent. After paying the rent and also reimbursing the members at the rate of 10 cents per hour for their labor, there was a profit of $97.50.

In the spring (1935) a three-year lease was signed on a share basis. The owner and the chapter are to split 50-50 on the cost of spray materials, fertilizers, and containers. The chapter is to furnish the labor for pruning, grafting, spraying, picking, and marketing of the fruit.

The proceeds, after spray materials, fertilizers, and containers are paid for, are to be equally divided. Thus, far better than 2,000 quarts of cherries have been disposed of at a profit of $97.05, and there are prospects for 1,000 bushels of apples, 400 bushels of pears, 150 bushels of plums, and 100 bushels of peaches.



Group Enterprise Workers

The farm lease is in writing; the objectives are thoroly understood by the boys; and the financial budget of monies is carefully planned by the group in meetings.

Last year the boys used their profits in paying their annual dues, county and local chapter banquet costs, Junior Farmer's Week entry fee, then purchased a five-tube Philco radio for their chapter room, a wool felt F. F. A. banner for the classroom, and provided $14 for visual education class instruction purposes. This summer they are helping to send next year's president and vice-president to the National Youth Foundation Leadership Training Camp at Shelby, Michigan.

Only sufficient class time is used to teach the fundamental skills for grafting, pruning, spraying, picking, grading, packing, and marketing concepts.

The major objectives of this chapter project are:

1. To teach co-operation thru a group project.

2. To provide a laboratory in which the fundamental skills of good horticultural practice can be mastered.

3. To demonstrate that it is possible to raise good and clean fruit.

4. To furnish fruit at reasonable cost to the members of the Future Farmer Chapter.

5. To render a service for the rest of the community in providing good fruit which is sold in the orchard at wholesale prices.

6. If possible, after accomplishing the other objectives, provide a cash balance to enable the promotion of a much more expanded and more worth-while Future Farmer chapter program.

Farmer Classes

Evening Schools at Stoughton

EARL VANDRELL, Instructor,
Stoughton, Wisconsin

ONE of the great problems of today is that of reaching the isolated farmer by contacts sufficient to approach an equality of educational privilege with the more conveniently located urban fellows. This has been and still is a matter of deep concern to the educational forces of the United States.

Knowing there existed a training need, Geo. P. Hambrecht, state director of vocational education in Wisconsin, together with L. M. Sasman, agricultural supervisor, and L. H. Funkey, director of the Stoughton Vocational School, launched an experiment to meet the challenge. The experiment began several years ago when the writer was employed to devote full time to part-time and evening-school work in agriculture. After thoroly selling the idea to the local paper, the service clubs, and businessmen, the instructor spent the summer months of the first year making promotional visits to several hundred farmers. The "key men" of each school district proved very helpful in organizing classes.

The first year there were five evening schools conducted. Each district met one evening each week for twenty weeks. The interest progressed very rapidly and requests came from twenty districts within a twelve-mile radius of Stoughton. As a next step to fill the demand, classes were organized in ten districts for only 10 weeks in each district. Five schools were conducted before the holidays and five after the holidays. This resulted in a total enrollment of 312 for the second school year. Later, because of demand, it was necessary to start a high school department offering two courses each year, and part-time day classes for farm boys out of school, which increased the number to 90 more. The number of evening schools was then reduced to six and seven for the year.

To date 52 evening schools have been conducted in 14 district schools, reaching over 600 individuals. Besides, several hundred other farmers have been given service. A day class in poultry for farm women and one for rural girls were also successful. The schools are well spaced so that neighboring districts can come and get in on a variety of subjects or attend the one in which they are most interested. The average percentage of attendance for all classes has been 73 percent. The enrollment per class ranged from 18 to 72. There are over 200 enrolled each year.

For a time it was thought with this intensive approach that the demand for classes would lag after a few years, but on the contrary the interest became more keen, and actual competition resulted as to whose turn would be next. To help maintain enrollment it is not advisable to go "sheiked out"; get on the farmer's level, start from there and go on. It is unwise to pose as a "know-it-all." The teacher should know his community well enough to give desirable information. This is made possible thru personal visitations at which time one makes a mental survey of the actual conditions. We must give farmers what they want but enough more to keep their "thinkers" busy until the next meeting. It is of vital importance to use tact in handling hard heads, promoters, and commercialized problems.

Each spring we all enjoy the class member round-up at which event we issue a neat Diploma of Merit, awarded to all members who have attended seven out of ten meetings. A different-colored seal is given for number of years attending. The program is varied each year. To some folks a diploma or certificate means little, but we must realize in many cases this is the only recognized achievement ever obtained and is valued very highly.

We must also realize that we do not stop with just the teaching of production and economic phases of the farming business, but simultaneously we automatically instill social attitudes and fellowships, and co-operative neighborliness, which are highly desirable. In the Stoughton experiment we did not resort to athletics or social recreation. Farmers will come if you have something worthwhile to offer. The mere grouping together and a mutual exchange of ideas allow for sociability. Yes, even the curious and skeptical profit thereby.

Now what about the follow-up work? Briefly and pertinently it is my candid opinion that it is not necessary to scare a man away by telling him he is expected to carry a project. Remember we are talking with men on the job, and improved practices will result without demanding. His intention is to improve himself. If he doesn't do it this year he may next year. Accomplishments in adult education can be measured only in a period of time, not right after the course has been taught. Of course for the sake of necessary records it is possible to get some of the practices by handing out a sheet with most of the practices likely in your community listed and let the farmer check them off with the scope. Many others will be added after personal visits.

It may seem an inconvenience to the busy Ag man to do much personal service, but it seems to pay big dividends. For example, the first years between ten and fifteen thousand hens were culled by the instructor; last year only 5,000—the farmers do it themselves now. The same is true with soils testing. It takes a pile of work, you say. Yes, but remember we are meeting a challenge. Each year over 40 dairy farmers bring their herd milk samples to the school where, on two designated days of each month, they help the instructor test with convenient equipment. The farmer keeps his own butterfat record on a most simplified record sheet. The contact alone is worth the effort. Most any of the countless farm problems that never reached a classroom may be threshed out at a milk-testing date and result in an improved practice. Space does not permit mentioning the innumerable activities, but suffice it to say that an Ag man on the job accomplishes far more than can be put on the records.

These seven years of experience with adult farmers around Stoughton convince me that the agricultural instructor can rightfully feel most fortunate to work in such a fertile field of building a strong rural citizenship—by training the present adult as well as the future brains of agriculture.

The Case Method in Evening School Instruction

LEIGH HARDEN, Agriculture Teacher,
Owatonna, Minnesota

I BELIEVE that all educators recognize the advisability of setting up lesson plans for all-day pupils. Too few agriculture teachers use lesson plans for evening school instruction. Yet, personally, I would much rather face an all-day group, unprepared without an outline, than to face a group of experienced farmers.

There are several types of lesson plans which may be used for evening school instruction. Probably all would be worth while. Whether we use the conference method, the case method or the panel method matters little. At Owatonna, in our evening school work, which is a very important part of our program, we have used all these methods. Some types of planning fit in better for certain types of jobs. The point is, that we should set up some kind of a lesson plan previous to our meeting for the following reasons:

1. It organizes our thought.
2. It sets up a definite aim or goal.
3. It helps in our preparation of the subject to be discussed.

One particularly successful plan used last winter was a case method plan on the growing of soybeans.

Previous to the meeting, the agriculture teacher obtained the actual cases as outlined under *Devices*. A variation in the plan would be to bring out the cases from the group, if sufficient number had grown soybeans.

This lesson plan, originally planned for one lesson was found to be broad enough to cover two meetings on the subject of growing soybeans.

Lesson Plan on Growing Soybeans—Case Method

I. Situation:

1. Many farmers who signed the corn-hog contract, and were allowed, at a late date, to sow crops upon contract acres, turned to soybeans as an emergency crop. Being a new crop to most farmers, many different methods of growing were undertaken. The general opinion seemed to be that there was a place for soybeans in general farm practices but that a definite, successful method of culture should be worked out.

II. Problems within the situation:

1. Difficulties involved:
   a. Some soybeans did not do well on what is considered fairly good land.
   b. Difficulties in harvesting.
   c. Varieties to grow.
   d. Distance to seed and methods of seeding.
   e. Combination crops.

III. Reasonable objectives for discussion group:

1. To determine as far as possible the best methods of growing soybeans.

2. To determine the value of soybeans as a hay crop and seed crop.

IV. Devices:

Case 1: A patch of soybeans was seeded 35 pounds to the acre broadcast. The patch was quite weedy and later in the season many of the leaves fell off, the soys were woody, and they did not make very good hay.

Case 2: A six-acre field of Manchu soys was seeded 40 pounds to the acre and drilled with a corn planter 42 inches apart and cultivated. The beans were leafy, the patch was free from weeds, it produced a good quality of hay. It yielded one and one-half tons per acre.

Case 3: A piece of ground was sown to soybeans upon rather poor soil. Half of the field was innoculated with bacteria. The other half was not. The half innoculated was healthy, with vigorous plants yielding a good quality of hay. The half not innoculated did not do as well all season and did not yield as good quality hay as the other. They were sown in rows 42 inches apart and cultivated.

Case 4: A farmer drilled his soybeans in rows 42 inches apart and later sowed Sudan grass between the rows. The crop yielded an immense amount of hay but he had difficulty in curing the hay. He cut it with a mower and side delivered it several times but the hay was moldy and not very palatable.

Case 5: A farmer who had drilled his soybeans in rows harvested them with a mower and a side delivery rake. It rained several times on them, but he put his hay up when dry and it was palatable and the cows gave a good flow of milk. It was dusty.

Case 6: A farmer used a sugar beet drill and drilled the rows 30 inches apart and cultivated them with a sugar beet cultivator. He harvested a crop of good clean hay that yielded two and one-half tons per acre.

Case 7: A farmer fed both soybean hay and alfalfa and found that the soybean hay made a better flow of milk than alfalfa.

Each case was discussed and new problems and ideas brought up about each one from the group. As each idea is brought out and agreed upon, a pro and con analysis is written on the board about as follows, for some of the good points brought out:

Good Practice

a. Varieties best: Manchu, Habaro
b. Drill 24 to 42 inches apart and cultivate.
c. Drill alone in rows.
d. Innoculate beans with soybean bacteria.
e. Get seed bed free from weeds.
f. Harvest with mower and side delivery rake.

Poor Practice

a. Poorest variety: Wisconsin Black.
b. Broadcast.
c. Use combination crop between rows.
d. Seed without innoculation.
e. Weedy seed bed.
f. Harvest with dump rake.

The Importance of Evening Schools in the Vocational Agriculture Program

R. V. Diggins, Instructor, Redfield, S. D.

HOW important a part evening schools play in the vocational agriculture program is a question often discussed among agriculture instructors. Many feel that if conditions are good, and farmers are prosperous, a successful evening school can be held. Others maintain it can be done in some communities but not in others. Then there is a third group who feel that the instructor's duty is to take care of high school classes and any diversion is an added burden without compensation.

Judging from the experience of men who have conducted successful evening school programs, one is led to believe that such meetings can be successful under adverse conditions. Certainly, farmers in every community have problems which an agriculture instructor can help them solve. If an instructor is interested in establishing his department firmly in the community, nothing will pay greater dividends than a well organized evening school.

The writer has had the pleasure of conducting almost one hundred evening school meetings during five years with four different groups of farmers. The meetings were all highly successful as attested by the large, interested group in attendance regularly, and yet they were conducted in South Dakota during a prolonged drought, depression, and in the midst of starving livestock and black blizzards. Surely nothing could be more disheartening to a farmer than such a combination.

Farmers did not want to see the land they had farmed so long blow away; they wondered how they could save enough livestock for breeding purposes with only Russian thistles to feed. Was there any kind of crop that could be grown which would produce feed during dry years? Their farming equipment was in a bad state of repair and in many cases unfit for use. All these conditions presented problems for evening school discussion. Farmers were eager to attend such meetings if they could learn of some way to meet their immediate problems.

Poorly chosen topics account for most of the failures in an evening school program. People are more interested in learning to meet the problems of the day than those of the future and the farmer is no exception. Give him something he can use the next day on the farm and you will have a faithful attendant at every meeting.

No instructor would hold a series of adult classes on emergency rations at a time when feed was abundant, but many have been guilty of teaching lessons on the value of purebred livestock or other similar subjects at a time when farmers were wondering how they could keep a few head of cattle alive until spring! Of course we realize that improved livestock and crops are an asset even in times of drought, but it takes an exceptional man to hold a farmer's interest with so many other situations facing him that must be met first.

What an evening school will do for the agriculture department can be answered by giving an example: At Salem, South Dakota, where evening schools have been conducted for five years during adverse conditions, high school agriculture enrollment increased from 17 to 31 pupils, while the total high school enrollment decreased. Due to the work in adult education, farmers had learned to buy the feeds that were most economical, and thus were able to keep much more stock than they could have otherwise kept. They had learned to grow crops which would stand drought conditions and were also able to repair much of their own equipment. This helped to draw the support of the rural people to the agricultural department, which accounted for the increased enrollment.

Increasing the enrollment is not all of the benefit derived by having the support of the fathers of the boys. The father, if sympathetic to the work, can do much toward stimulating the boy's interest especially in his supervised practice program. If the boy's father is interested in his work, less effort is required on the part of the teacher, as the father will help to keep the boy interested in his work.

At present, the writer is starting a new department at Redfield, South Dakota. Three evening school meetings have been held with good results. Everything points to a growing success in this evening school program. Subjects taken up this year are a little different than those previously, due to the abundance of feed grown this year. However, many topics may be repeated, such as, soil erosion, meats and shopwork.

(Continued on page 29)

Continuing Education

(Continued from page 23)

Have on hand numerous exercises of training value but by all means discourage their use as long as practical jobs providing the same training can be secured, and your pupils will be much more willing and efficient workers.

One snag many instructors who have small shops run into is that some pupils insist on bringing in such jobs that take up so much shop space that little room is left for other workers. This handicaps others to the extent that your shop is not an efficient training room. Where possible insist on such large jobs being done on the farm, in an open yard, or do the job by units and remove each from the shop as it is completed.

We would do well to remember that jobs can be too small or insignificant to be of value, but the greater danger is that the job may be too large, or it may be a small job that is practiced too long and by so doing, we have overstepped desirable bounds by not using, in the most efficient way, the pupil's time that has been entrusted to us in developing a future farmer to whom we can point with pride in after years.

Future Farmers of America

Co-operation Thru F. F. A.

G. B. LEONARD, Adviser, Carlisle, Kentucky

THE Carlisle Chapter of Future Farmers of America was organized in 1931 with thirty-one members. Since the boys realized more could be accomplished by working together, "co-operation" soon became their theme.

In 1932 the organization held its first tobacco show and sale. The boys were so pleased with the results that the show has been continued annually. Each year a part or all of the selling expenses have been donated to the chapter by the warehouse to be used for premium money. Last year the boys received $111.60 as premium money in addition to a good price for their tobacco. Due to an increased interest in tobacco the boys are using more fertilizer, which is bought co-operatively, and better curing methods.

In the fall of 1934 the business men of Carlisle showed their interest in the local chapter by donating $60.00 for the purchase of four registered Duroc-Jersey gilts. At the same time a magazine selling contest was undertaken by the members and the four winners of the contest received the gilts. Under the plan the winners are to return to the organization this fall gilts similar to the ones received. It is believed that by this plan the quality of hogs in the community will be improved. Part of the expenses of the Father and Son banquet were paid by money made from the magazine contest.

For the past three years the Future Farmers have helped sponsor the Nicholas County Agricultural Fair. Each year the boys maintain an eating concession, the proceeds of which go to the organization to help support its various activities. In a large booth at the fair the boys exhibit posters, farm tools, and various crops raised by them in order to acquaint the farmers with their work. In the livestock division the boys show their hogs, sheep, beef cattle, and poultry in competition with one another. As a result the boys become more keenly interested in improving their farm practice program.

From the results of these different co-operative enterprises enough money is saved for a definite recreational purpose. In 1934 the members visited the World's Fair and other places of interest in Chicago at little personal expense. This year the boys are planning a trip to Mammoth Cave, Norris Dam, and Cumberland Falls. These trips stimulate interest in the Future Farmers organization, and broaden the boys' outlook on life.

Co-operation and interest are developed thru athletics. Several basketball games were played with other F.F.A. teams, and a baseball team was also organized. These games helped to develop a spirit of fair play among the boys.

Thus co-operation has become the password of our organization.

Southeast Missouri to Mid-South

FLOYD BARNHART, Teacher of Vocational Agriculture, Caruthersville, Missouri

IT IS not generally known that there is a little section of Missouri lying below the Mason-Dixon Line. It is a section which has southern agriculture in a northern state.

Because of the nature of its agriculture and because of its great distance from Missouri fairs, shows, and contests, such as the American Royal Live Stock Show in Kansas City, the Vocational Agriculture Fat Lamb Show in St. Louis, and the Spring F. F. A. Contests in Columbia, the F. F. A. Chapters of Southeast Missouri have been isolated. They had no chance, as a whole, because of distance and interest, to go to shows and state contests; and had no way therefore of receiving the education and inspiration which can be had from attendance at such events. But, thanks to our assistant supervisor, Mr. C. L. Angerer, this condition has been corrected.

For some few years F. F. A. has had a part in the Mid-South Fair at Memphis, Tennessee. F. F. A. in the west portion of Tennessee, the eastern part of Arkansas, and northern Mississippi has been the section officially representing F. F. A. at this great fair. They needed a helper to make the activities more attractive and certainly the F. F. A. Chapters of southeast Missouri needed a fair to attend—a fair which stressed their type of farming. And why not attend at Memphis? Memphis is 75 or 80 miles from the most southern boundary of Missouri. The only reason was, as is often the case, the boundary line of a state. As a result, a section of a state, which was out of the so-called Tri-State Area, tho its many acres produced enormous yields of cotton which went directly to Memphis—the largest inland cotton market in the United States—was left out of its logical place in a great agricultural show.

So, at last, southeast Missouri F. F. A. went to a fair, a fair which has changed its name from the Tri-State Fair to the Mid-South Fair. And how did they go? In trucks and cars and maybe a few hitch-hiked. And when? They were all there early on the morning of September 6—F. F. A. Day. Some even went the night before. And in what numbers? Why, in such numbers that the F. F. A. boys in southeast Missouri who stayed at home that day could have been counted on the fingers of your hands. Many chapters came 100 percent strong. And, never again, say we, do we want the Mid-South Fair F. F. A. activities to fail to include southeast Missouri in its program, even tho we are just across the line from the southern regional district of vocational agriculture.

Father and Son—Mother and Daughter Joint Banquet

W. W. McCULLOCH, Teacher of Agriculture, Madison, North Carolina

THE boys of the agricultural department and the girls of the home economics department of Madison High School showed unusual enthusiasm in sponsoring their second annual Father and Son—Mother and Daughter Banquet held just preceding the Christmas holidays.

The students, in evaluating their banquet, attribute its success to the excellence in planning of every detail and to the one hundred percent co-operation of pupils, teachers, parents, school officials, and leaders who participated in the program.

Three weeks before the banquet the teacher of home economics, Miss Burroughs, and the teacher of agriculture met and planned a tentative date on which the banquet could be held without conflicting with any other school activities. The next day this date was submitted to the students for their approval. The date was accepted and the following committees were appointed: invitation, foods, decorating, finance, hospitality and clean-up. Every boy and every girl were selected to serve on some committee. The committees met later with the advisers of the two groups and made definite plans for carrying out the special duties of each committee. The main objective of the committees was to plan an evening of wholesome recreation for their parents thru the use of home-grown foods, local plant materials for decorations and department talent to exemplify the standards of shared home life.

A note of dignity and enthusiasm was added to the occasion by two outstanding personalities in the field of vocational education, who gave inspiring messages: Miss Margaret Edwards, head of the Home Economics Department of Woman's College of The University of North Carolina and Mr. A. L. Teachey, district supervisor of Agricultural Education in North Carolina.

As teachers of vocational home economics and vocational agriculture in Madison High School we wish to endorse and encourage enthusiastically the giv-

ing of a joint Father-Son and Mother-Daughter banquet by the students of both departments. We find no other medium that furnishes such an excellent opportunity to unite the interests of the boys, girls, teachers, parents, school officials, and friends of vocational education.

Lyeffion, Alabama Chapter

IN THE spring of 1933 the Lyeffion Chapter decided that one of the best ways of landscaping the school grounds and homes was to grow the shrubbery co-operatively in an F.F.A. nursery located on the school ground. A plot was selected near the water supply, and the cuttings were moved from the laboratory area to this plot, which covered about one-fourth acre. Sand boxes were built to root cuttings, and in the fall about five hundred cuttings were put in these boxes. They were partially shaded and kept watered thruout the winter and summer.

The F.F.A. nursery was established for three purposes. First, to grow shrubbery for landscaping the school grounds. Second, for landscaping the homes of the pupils taking home economics and vocational agriculture. Third, to grow shrubbery for sale.

A plan for landscaping the school ground was drawn. This plan provided for complete landscaping of the school grounds in five years. The front and a portion of the sides of the main building were landscaped the second year and enough shrubbery has been grown for landscaping the main building. Next fall the landscaping of the other buildings on the school grounds will be completed.

During the fall of 1933 twenty-seven plots representing this number of homes were laid off for rooting shrubbery to beautify the homes of the pupils in home economics and vocational agriculture. The plants were moved to a nursery row last fall and are cultivated co-operatively until they are ready to be used in landscaping the homes of the pupils.

During the time that the shrubbery is being rooted the pupils' homes are being put in shape for landscaping by building lattice, grading and building drives, fences, and starting a lawn. This is planned and carried out under the supervision of L. W. White, vocational teacher.

Any surplus that the pupil may have when he finishes his vocational course is retained in the nursery for the use of the school and for sale. The profits go to the F.F.A. treasury.

During their first year the agricultural boys plant peach seed and pecan seed. The peaches are budded the following June and moved to the home orchard in the fall. The pecan trees are budded the second year and moved to the home during the third year. By following this plan each pupil, in addition to other things learned, will have a landscaped home, a bearing orchard and a pecan grove when he finishes his vocational course.

The F.F.A. nursery now contains twenty-seven rows of shrubbery belonging to pupils from as many homes. The ninth-grade boys have twelve plots of cuttings which will go to the nursery row next year. They have also planted 300 peach seeds and two pounds of pecans each.

Building Chapter Interest Thru F. F. A. Exhibits

H. E. DRUM, Adviser, Vincent, Ohio

EVERY department of vocational agriculture should have activities other than those of local interest. The Ohio State Junior Fair offers the opportunity for Future Farmer Chapters in Ohio to display the results of their past achievements or their plans for the future. These exhibits are placed in booths approximately six feet square and are housed in a Future Farmers of America building on the state fair grounds. The exhibits are divided into four classes—thrift, leadership, scholarship, and farming ability, and are not of the usual farm products display type.

The Barlow Rural Future Farmers have constructed exhibits to be shown at this fair every year since receiving the F. F. A. charter. The employment of professional sign painters and other commercial artists has been entirely eliminated in order that the booth will not have that commercial or department-store-window appearance. Thus practically all labor of construction is done by the boys. The construction of such an exhibit requires a great deal of planning, which in turn calls for several meetings of the chapter. At these meetings a definite problem must be solved, and offers the opportunity for a lively discussion concerning various ideas presented by the boys. To have a meeting just for the sake of having a Future Farmer meeting, and having no definite problem discussed usually ends in a very uninteresting meeting with a small number present.

Several weeks before the fair the boys are seen working in the farm shop doing various jobs. Such jobs as cutting out on the jig saw letters for signs; painting these letters and painting insulating board for backgrounds; and the thousand-and-one other jobs that are necessary in making the exhibit, even to the job of sewing hems on dark blue muslin by hand. When the boys do most of the work of preparing the exhibit, these boys will have a real interest in the display and the general outcome at the State Fair. The chapter members will not feel that the exhibit is the instructor's, if they have played an important part in making and planning various parts of the exhibit, but will talk of the exhibit as being "our" F. F. A. exhibit. Some of the jobs of preparation are taken home for completion. The parents become interested and help give more publicity to the display and to the chapter.

Granges Honor Young Farmers

P. M. CUNNINGHAM, Vocational Agriculture Instructor, Shreve, Ohio

WAYNE County Granges honored eighty-six club members who completed four years of club work in 1934 and fifty-six members of the F. F. A. chapters who completed farm account records in 1934, at the annual Wayne County Grange—4H—F.F.A. banquet at the Methodist church in Wooster. After the banquet the group moved to the main auditorium for the program, places having been reserved for those with banquet tickets.

Names of the 142 4-H and F.F.A. boys and girls who had completed projects, and in whose honor the Granges of Wayne County held the banquet, were printed on the programs.

The musical numbers were by the Shreve F.F.A. string quartet, and a duet by Eunice Hostettler and Florence Amstutz of Sugarcreek Township, and a xylophone number by Esther Ramsayer of Green Township. The invocation was by Rev. H. E. Stout. Dr. Mohn led the singing of "America" before Secretary of Agriculture Henry A. Wallace, the principal speaker, was introduced.

The committee in charge of the banquet and all arrangements was composed of representatives of the vocational agriculture teachers, 4-H leaders, and Grangers.

Planning Brings Success

WOODROW DURBIN, Isabella High School, Alabama

"I TOOK for my projects the first year, a brood sow and three acres of corn for feed. I raised two litters of pigs. The second year I took field crops and carried another corn project, continuing my sow and litter. Again I raised 16 pigs and averaged 40 bushels of corn per acre. In 1934, I took over the home orchard project and had a poultry broiler project (growing out 1,380 broilers), ten acres of cotton, eleven and a half acres of corn, and continued the sow and litter project. My total income from these was $1,141 with a net profit of $476.99.

"Already my plans for 1935 are made. Houses are under construction for the growing of 8,000 broilers, 1,400 of which have already been started, and I shall continue my feed crops with 12 acres of corn for my chicks and hogs. The sow and litter project, one of the most profitable small projects, will be carried on, as well as 12 acres of cotton, the home orchard and a landscaping project."

These plans have all been made with the help and guidance of the teacher of vocational education, and my mother.

Besides improving the farm and making money from farming, Woodrow says: "Planning ahead has made his project work much more interesting and it has taught me to really appreciate the farm and farm life, and I have learned how to do better farm work and to value my home surroundings."

Importance of Evening Schools

(Continued from page 27)

If, in spite of adverse conditions tending to distract the attention of the farmer to his own trouble rather than applying himself to farm improvement, such a measure of success can be attained by an evening school program, then with the cessation of the depression, the promised return to prosperity, the banishment of the black blizzard, even greater success should be possible. The worth of the evening school as an integral part of the program of vocational agriculture, has been demonstrated; for by this means alone, can vocational agriculture attack the problem of farm improvement thru both the farmers of the present and the farmers of the future

Point Systems and Awards

F. F. A. Point System

PAUL WINNER, Adviser,
Elk Grove, California

PURPOSE: To stimulate interest and activity in making our chapter and department among the best.

I. METHOD OF AWARD—
F. F. A. EMBLEMS AWARDED

Regular students (4 yrs.)

Leather Emblem	Chenille	Belt & Buckle
500 points	1,000 points	1,500 points

Irregular students (entered one, two, or three years late)

Leather Emblem	Chenille	Belt & Buckle
Seniors, 125 points	250 points	380 points
Juniors, 250 points	500 points	760 points
Sophs, 375 points	750 points	1,150 points

II. Letters shall be awarded at either the spring or fall presentations or at the annual F.F.A. banquet. All awards to be purchased by the chapter.

III. Each member shall keep his own record of points in the point book neatly and well explained. Point book to be furnished by the chapter.

IV. A committee of three working with the instructor shall be appointed to check all points and determine awards earned.

V. Points for all work shall be based upon service rendered and not upon appointments.

VI. Points will not be given for ordinary classroom work.

VII. Points shall be awarded, at the will of the chapter, for work not included in the attached list, if such work is of an outstanding nature.

VIII. Committee members and chairman shall act until their work is completed.

IX. A large, loose-leaf notebook shall be furnished for point record keeping with a separate page for each chapter member.

POINT AWARDS

MEMBERSHIP	*Points*
Green Hand membership	25
Future Farmer membership	25
State Farmer membership	100
American Farmer	250
OFFICES	
F.F.A. Officer, one semester	20
F.F.A. Watch dog, one semester	10
Student body office	15
COMMITTEES	
Committee chairman	0–20
Committee members	0–10
SCHOLARSHIP	
"A" Grade, one quarter	10
"B" Grade, one quarter	6
"C" Grade, one quarter	2
PROJECTS (Points and credit given for each project carried)	
Project completed, A or B grade, one-half credit	100
Project completed, C or D grade, one-fourth credit	50
SUPERVISED PRACTICE	
Outside skills used at home, shop or agriculture	5–25
(Points earned on skills limited to 50 in one year)	
CONTESTS	
Project competition	
Competing (local)	50
Represent school	75
First place	20
Second place	15
Third Place	5
Public Speaking	
Compete in local contest	75
Represent school	50
First place	25
Second place	15
Third place	10
JUDGING CONTESTS	
Member of judging team	50
Judging in official contest	25
First place (team or individual)	25
Second place (team or individual)	15
Third place (team or individual)	10
FAIR EXHIBIT	
Project entry (each entry)	75
First ribbon	25
Second ribbon	20
Third ribbon	10
Grand champion	25
Reserve champion	10
CAMP LILLARD	
Attend Camp	30
LIVESTOCK SHOWS—Make entries	75
First place	25
Second place	20
Third place	15
Attend show	15
SCRIPT SALE FOR STATE FAIR	
Each script book	5
Each patron's ticket	10
ANTLERETTE	
Class reporter	10
Assistant reporter, F. F. A. page	25
PUBLIC APPEARANCE on F.F.A. Program	5–25
F.F.A. CONVENTION DELEGATE	
State convention	20
District convention	10

Awarding High School Letters to Future Farmers of America

L. S. CRAWFORD, Instructor of Vocational Agriculture, Laramie, Wyoming

L. S. Crawford

TO AWARD high school "Letters" to members of the Future Farmers of America has long been the ambition of the vocational agricultural instructor of the Laramie High School, Laramie, Wyoming.

Efforts which have been made to work out a system of awards, heretofore have only resulted in serious debates among the committee members on awards and thus ended in failure. An award, however, is to a boy what applause is to an actor—an indication of success. Mankind strives for success but he also wants to receive some outward sign or reward for this achievement. Men receive their awards by their positions in the community in which they live. Boys, on the other hand, receive their marks of achievements in the sweaters, letters, and other trophies which they find themselves capable of accumulating.

With this idea of awarding achievement in mind, the instructor of the vocational agriculture department worked out nine main points showing why he believed in "Letter" awards. These reasons were presented to the superintendent and the principal together with the athletic coach for their consideration.

The first point attempted to prove that "Letter" awards encouraged extra-curricular activities. This reason carried much weight, because Laramie High School had previously been inspected by the National Office of Education, Washington, D. C. and received the honor of a place among the first thirty-three high schools in the United States. The inspector particularly rated this high school as outstanding because of the extra-curricular activities conducted by the various departments. It so happened that the vocational agricultural department, with the Future Farmers of America as its representative organization, was rated among the first of such activities.

The second point contended that "Letter" awards improved scholarship. As competition offers a fine incentive for achievement, then competition for a "Letter" produces a much better class of work for both the department and the school, but yet rewards the individual boy for his industry.

Third, the awards were not to be attained thru scholarship alone but points were to be so distributed as to make a well-rounded citizen and agriculturist. This fact can be readily seen after reading the points worked out at the end of this article.

As the fourth argument, the instructor took a defensive measure in the fact that as an organization, the Future Farmers of America offered no awards but those received in contests. Such contest teams represent only a small percentage of those enrolled in vocational agriculture; thus thru "Letter" awards more boys in agriculture could receive recognition, because the points are so arranged that boys need not be on winning teams to receive a letter.

Fifth, the State of Wyoming offers nothing other than team awards and individual ribbons. This also concentrates the awards within a very small percentage of boys.

The sixth argument covered the so-called "bad-boy" which likely represents the boy who has not enough to do or is not interested in his work. The four hundred and fifty points needed for the coveted letter may be made from over a hundred different sources. Thus, no phase of a boy's interest has been intentionally overlooked. From this list every normal boy will find some type of work in which he can excel and be rewarded.

Seventh, the school should recognize all of its worthy organizations. Future Farmers of America is a school organization for farm boys who, in turn, should be encouraged to excel.

Eighth, the activities of the Future Farmers of America compare favorably with other school activities in which "Letter" awards are attained. This favorable comparison has already been proven by the discussion under the first point.

The ninth and last argument related itself to the advertisement of vocational agriculture among other farm and ranch boys who do not attend these classes. The school "Letter" not only attracts attention but arouses interest in the reason for the award and thus thru this publicity the department is filled with farm and ranch boys for whom vocational agriculture is truly intended.

Not only does this publicity attract boys to the agricultural department but adults also become interested and seek accurate information concerning the benefits of vocational agriculture. Anyone knowing the true status of the Smith-Hughes Act always gives it his support.

The superintendent, Mr. A. A. Slade, Principal J. E. Thayer and other members of the committee on awards heartily agreed that because of the above nine points already discussed, the Future Farmers of America should be allowed to present an "L" to any member who is worthy of a letter. The only stipulation is that the "L" shall not exceed six inches in size.

The boys who are active Future Farmers decided upon a letter that will be easily distinguished from the other "L's." It will be a six-inch block "L" with the small letters F. F. A. placed perpendicular in the vertical arm of the "L." Stars, arranged on the horizontal arm will designate years of service.

Previous to this time an emblem of a steer head with an "L" in its forehead has been awarded by the organization of Future Farmers to the judging and shop teams. This custom will be continued, but it is to be a minor award.

Four hundred and fifty points must be made by a member of the Future Farmers of America before he shall receive an "L." These points must be made from the following award system. It must be understood by the readers that this system would not be suitable for all departments. In fact, it may be necessary for the executive committee of the local chapter to make various changes from time to time in order that the points may be perfected. Such letters should be neither too easily attained or too difficult to achieve.

I. FARMING ACTIVITIES: *Points*

1. Carrying more than one project 1–25
2. Owning a purebred animal (Must have registered papers) 1–5
3. Planting registered or certified seed 5
4. Getting a grade of 90 on project rating 5
5. Participating in project tour 3
6. Assisting in another's project 3–10
7. Entering department project contest 5
8. Winning department project contest 10
9. Using 80 percent of approved practices in project 5
10. Exhibiting project 5–10
11. Exceeding local or state production standards 5–10
12. Exceeding local or state costs of production standards 5–10
13. Photographing project 3
14. Establishing long time supervised farming program: first year, five; second year, five 5–10
15. Establishing a farm shop at home 5–25

II. COMPETITIVE ACTIVITIES AND EXHIBITS:

1. Judging:
   a. Taking part in school judging contest .....
   b. Placing in school judging contest 3
   c. Taking part in inter-school contest 3
   d. Placing in inter-school contest 5
   e. Becoming a member of the state contest team (Farm shop, crops, livestock) 10
   f. Placing in state contest (15 points for first, 10 for second, 8 for third, 5 for fourth, 3 for fifth, 1 for sixth) 1–15
   g. Becoming member of championship team .. 15
   h. Becoming member of sweepstake team 25
   i. Entering Hoard's Dairy judging contest 2
   j. Placing in Hoard's Dairy judging contest .. 25
2. Oratorical or public speaking:
   a. Taking part in local try-outs (15 for first, 10 for second, 7 for third, 5 for all who enter) 5–15
   b. Taking part in inter-school contests 20
   c. Taking part in sectional contests 20
   d. Taking part in state contest 20
   e. Placing in state contest 5–25
   f. Taking part in regional contest 50
   g. Placing in regional contest 50
   h. Taking part in national contest ..... Letter
3. Athletic contest:
   a. Making local squad (F.F.A.) 5
   b. Making F.F.A. team 10
   c. Playing on championship team or "runner-up" in high school inter-class tournament 25
4. Miscellaneous contests:
   a. Entering Swift essay contest 10
   b. Placing in Swift essay contest 25
   c. Entering in Chilean contest 10
   d. Placing in Chilean contest 25
   e. Entering in "Poultry Tribune" contest 5
   f. Placing in "Poultry Tribune" contest 25
   g. Taking part in a pest contest 5
   h. Taking part in other contests 1–10
   i. Winning in other contests 5–15
   j. Receiving a grade of 80 percent in Laramie High School agricultural occupational test 10
   k. Entering Union Pacific scholarship contest 25
   l. Winning Union Pacific scholarship 15–25
   m. Entering project story contest 5
   n. Winning project story contest 10
   o. Entering project library contest (Own library) 10
   p. Winning project library contest 15
5. Exhibits:
   a. Showing in school or departmental exhibits 1–15
   b. Exhibiting in down-town show windows . 1–15
   c. Exhibiting in county fair 5
   d. Winning a place in the county fair (five for first place, three for second, two for third, one for fourth) 1–5
   e. Exhibiting in state fair 1–15
   f. Winning at state fair (fifteen for first place, ten for second, eight for third, five for fourth, three for fifth, two for sixth) 1–15
   g. Assisting with a booth for the vocational agricultural department 1–5
   h. Assisting with a float for vocational agricultural department 1–5
   i. Assisting in a parade or pep rally 1–5

III. LEADERSHIP ACTIVITIES:

1. Becoming an officer of State F. F. A. 15
2. Making State Farmer 50
3. Becoming an officer for local F. F. A. .. 5–10
4. Being an active member of F. F. A. 5
5. Becoming member of standing committee 1–5
6. Becoming member of special committee .. 1–5
7. Appearing on a regular F.F.A. program .. 2–5
8. Appearing on F.F.A. program of another school 8
9. Appearing on Farmers' and Dads' banquet program 5–8
10. Taking part in F.F.A. assembly program 2–10
11. Attending local encampment 10
12. Attending district encampment 15
13. Attending state encampment 25
14. Having a regular attendance at F.F.A. meetings 1–5
15. Attending F.F.A. social functions 1–5
16. Being a member of student council 5
17. Being a member of staff for state F.F.A. publications 5–25
18. Being a member of "Plainsman Herald" staff (school paper) 5–15
19. Buying books for F.F.A. book shelf 5–25
20. Loaning books for F.F.A. book shelf 1–10
21. Giving community service (for each job completed in culling, caponizing, treating seed, etc.) 1–10

IV. SCHOLARSHIP:

1. Making "1's" in all school subjects 25
2. Making "1" in vocational agriculture each semester 8
3. Making a "2" average in all school subjects 10
4. Making 85 percent or above in vocational agriculture for the semester 5
5. Having regular attendance in school each six weeks 2
6. Not missing over two days in each semester 10

NOTE: A grade of "1" is equivalent to "A" or 93 to 100 percent.

V. INVESTMENTS:

1. Becoming a member of "Thrift Club" .. 5–10
2. Investing or saving (for each $5) 2
3. Investing in farming (for every $5 invested) .2
4. Investing in life insurance (for every $100) .5
5. Having a checking account (for every $5) .. 1
6. Making investments (stocks, bonds, building and loan, etc.) For every $100 ... 5

VI. CITIZENSHIP AND DEVELOPMENT OF INDIVIDUAL TALENTS:

1. Becoming a member of Farm Bureau, etc..25
2. Becoming member of Boy Scouts 5
3. Having good school citizenship (Signed by three teachers) 15
4. Assisting the poor and needy 1–5
5. Doing special welfare work 1–5
6. Attending church or Sunday-school 1–5
7. Keeping school grounds clean 1–5
8. Doing special work on school grounds or in building 1–5
9. Beautifying school grounds 1–5
10. Making home and farm improvements ... 1–5
11. Subscribing for good agricultural magazines 1–5
12. Developing a hobby 1–10
13. Making a habit of cleanliness and neatness 1–10
14. Improving physical defects 1–10
15. Reading good books 1–5
16. Taking music lessons 1–10
17. Taking individual responsibility in shop and classroom 1–25

Note: The above points were originally compiled in class work at Colorado State College, Fort Collins, Colorado, July 13–August 2, 1935, by Walter A. Newlin, Illinois; Alex Reed, Illinois; Grover LaRue, Texas; L. E. Aspinwall, Colorado; C. A. Cazaly, California; L. S. Crawford, Wyoming. These points have been revised and changed to meet the need of the local school.

F. F. A. Members' Score Card

R. E. HARBERT, Adviser, Bridgeport, West Virginia

Rules and Regulations of Members' Activity Contest

1. To be known as an Honor Member, points must be won in all nine divisions of the score card.

2. To become an Honor Member each boy must win 300 points.

3. The member having the most points by June 1, 1936, will be the delegate to the State F. F. A. Conference. Second high will be alternate.

4. An F. F. A. sweater emblem will be awarded to each honor member.

5. Only members having 200 points by July 1, are eligible to go on F. F. A. Educational Tour.

6. Only members having 250 points by August 1, shall be elected to office, for 1936–37.

7. a. The boy having won the highest number of points in the contest shall have the first choice between F. F. A. belt and buckle, F. F. A. medal, and F. F. A. watch fob.
   b. The second high boy may have his choice of the two remaining prizes.
   c. The third high boy will be awarded the third prize.
   d. In case of a tie duplicate prizes shall be awarded.

8. This contest will end November 1, 1936.

	Possible Score	Pupil's Score
I. SUPERVISED PRACTICE.		
a. Long-time program and— Vo-Ag. II, three enterprises..	20	
Vo-Ag. I, two enterprises.....	20	
b. Each enterprise over required...	20	
c. Complete budgets and accurate.	5	
d. Accurate records and up-to-date.	10	
e. Balanced enterprise program...	10	
f. Approved practices used in enterprise work	10	
II. CO-OPERATIVE ACTIVITIES.		
a. For each $1.00 bought thru F. F. A.	2	
b. Each $1.00 sold thru F. F. A.	2	
III. COMMUNITY SERVICES.		
a. Go on enterprise tour; Self.....	6	
Parent.....	12	
b. Go on enterprise tour away; Self	10	
Parent.....	20	
IV. LOCAL LEADERSHIP.		
A. Public speaking.		
a. Participation in tryout.....	20	
b. In sectional contest.....	40	
c. Alternate to sectional.....	30	
d. In state contest.....	50	
e. In regional state contest.....	100	
B. Judging teams.		
a. In county or sectional.....	10	
b. In state contest.....	15	
c. Tryout for any team.....	5	
d. On one of ten high teams or one of ten high men in state.....	20	
V. EARNINGS AND SAVINGS.		
a. State and national dues paid November 1.....	10	
b. Dues paid by 15th of each month	3	
c. For each $25.00 of pupil's labor income from enterprise work..	10	
d. For each $25.00 of enterprise income saved or reinvested..	20	
e. For each $10.00 under $25.00 saved or reinvested.....	5	
VI. CONDUCT OF MEETING.		
a. Attendance each day meeting...	2	
b. Attendance each night meeting.	5	
c. Know opening and closing ceremony of F.F.A. Each part....	3	
d. Having individual framed creed.	5	
e. Owning an F.F.A. manual.....	10	
VII. SCHOLARSHIP.		
a. D–average each six weeks.....	2	
b. C–average each six weeks.....	5	
c. B–average each six weeks.....	10	
d. A–average each six weeks.....	20	
e. Advanced to Future Farmer's degree.....	25	
VIII. RECREATIONAL ACTIVITIES.		
a. Attend Father and Son Banquet	10	
Parent.....	15	
b. Go on F.F.A. educational tour..	25	
c. Participation in F.F.A. public program	10	
IX. ORGANIZATION AND PROMOTION.		
a. Hold office in local chapter.....	10	
b. Hold office in regional association	15	
c. Office in state association.....	25	
d. Delegate to regional meeting...	10	
e. Delegate to state conference....	20	
f. Active participation on committee: Chairman.....	10	
Member.....	5	
g. Enterprise Exhibits:		
1. One enterprise F.F.A. fair....	10	
2. Each enterprise over one.....	5	
3. Sectional or county.....	10	
4. State exhibit.....	20	
h. Winner in Exhibits:		
1. F.F.A. fair, must be 3 entries. first, 10; second, 5; third, 2		
2. Regional or county. first, 15; second, 10; third, 5		
3. State exhibits. first, 20; second, 15; third, 10		
i. F.F.A. article written and published in newspaper..... 5 in.	10	
j. Enterprise marker properly displayed.....	10	
k. F.F.A. pin worn daily.....	10	
l. Recite from memory Future Farmers' creed.....	20	
m. Lead a group discussion ten min.	20	

Our Cover

IN GEORGIA, 178 community canning plants are being operated under the supervision of teachers of vocational agriculture. During the year ending December 31, 1935, three million cans of meats, fruits, and vegetables were put up in these canning plants by adult farmers who had been enrolled in evening classes of teachers of vocational agriculture. The community canning plants in Georgia have served a very great need during the lean years of the depression and even at the present time under the crop-reduction program. In the canning plant at Clarkesville, 100,000 cans of meats, fruits, and vegetables were put up by farmers for home consumption.

The vocational canning plants are operated for canning and preserving products for home use. The commercial canning plants in Georgia have never been very successful.

In the vocational plants, the farmers bring in the products and, under the supervision of the teacher of agriculture, actually do the canning themselves. This, of course, makes the program educational. As a result of the community plants, hundreds of families have bought modern canning equipment and are canning their products at home rather than carrying them to the community plants. The community plants, however, will continue to serve a need in the state for many, many years.—M. D. Mobley.

Guidance Thru Inspiration

RALPH V. BACKSTROM, Teacher,
Aurora, Minnesota

HOW many students leaving high school are qualified to enter into life with earning power and *living* power? The number is decidedly small. And those that have living power have not received it in the public schools. The home is responsible for it. But many families do not have home life that is conducive to living power in the child. Their conditions of living are often sordid, and their outlook on life dampened with a cynical pessimism. As the home is, so is the living power of the child. And if the child does break away from home eventually, it takes a period of years for him to lose the callous of improper living.

Today more than ever there is a crying need for inspiration for the young, a will to make the most of the future, a desire for guidance. The vocational guidance attempts of the school are futile if the child does not want that guidance. Thousands of jobless, inactive young people with no vision or hope are coming out of our high schools yearly. Theirs is truly a dilemma. Of course we pity the older folks, but their course will soon be over—the young are just beginning. How dark the future must look to them if they think of the future at all. The trend of the times seems to have thrown faith and hope to the four winds. We forget that there is an art to living, and become so imbued with the science of things that we often forget how to live with enjoyment. The schools perhaps are at fault in this respect—stressing too much the factual side of life and not the practical art of living.

If the pupils can be kept stimulated in faith and hope for the future, it will act as a catalytic agent for great *living* power. Home life is not what it was thirty years ago. It is no longer held as the center of activity. The task of the schools has become a large one. To try to make the school a home is out of the question, but the students can be taught how to live and react appropriately to life and its environment. For example, the art of getting along with people is important. Why should it not be taught in the schools?

In attempting to meet this need for inspiration and to build up the *living* power of the child, we take time out from agriculture once a week for discussion of our "Inspiration Sheet." "The Inspiration Sheet" is a page mimeographed weekly containing bits of poems, philosophies, wise sayings, and comments of famous people, humorous stories, and interesting facts. The sheet is so arranged that the teacher-editor can follow a scheme of discussion to bring certain definite thoughts to the students. They feel very free in their discussion, and they are not afraid to bring out their own ideas. They are not graded on the discussion, but the teacher becomes better acquainted with the student, his way of thinking, and his philosophy. Each student is given a copy of "The Inspiration Sheet" at the beginning of the discussion hours, and he is then allowed to read it before the discussion begins. Anything that arises, concurrently and otherwise, from the sheet is discussed.

"THE INSPIRATION SHEET"
Aurora High School
Ralph V. Backstrom Agricultural Instructor
"Devoted to Vocational Guidance"

Vol. I No. 21

"How happy is he born and taught,
That serveth not another's will;
Whose armor is his honest thought,
And simple truth his utmost skill!"

"Senator Norris wanted to quit six years ago, but the Nebraskans would not let him. Now he says he will not run again, and the President tells him he wants him to. It just shows that hewing to the line and letting the chips fall as they may, does win once in awhile."—H. N. O.

Silent waters are seldom shallow

In England AGRICULTURE has an 8-hour day.

"No man is born into the world whose work
Is not born with him. There is always work,
And tools to work with all, for those who will
And blessed are the horny hands of toil."
—Lowell

"Amusement and recreation are the very things that make our working hours profitable. He who carves so steadily, that he has no time to sharpen his knife, works with dull tools and cannot make much headway."

"A house is built of bricks and stones,
Of sills and posts and piers,
But a home is built of loving deeds,
That last a thousand years."

"O blessed health, thou art above all gold and treasure; 'tis thou who enlargest the soul and openest all its powers to receive instruction and to relish virtue. He that has thee has little more to wish for, and he that is so wretched as to want thee, wants everything with thee."—Sterne.

"Be ashamed to die until you have achieved some victory for humanity."
—Horace Mann

"To help folks is a fine thing; to help folks help themselves is a finer thing; to help folks who cannot help themselves is the very finest of all."—A. E.

How seriously are you thinking about life? Do you realize that you have to account for yourself? What are you doing today that will improve your life and that of others? Whatever you do, do the best that you can. If your life work will be that of a "ditch digger," why, be the *best* "ditch digger."

"Here is a good advertisement for milk seen in a children's magazine:
"Your father may give you spending money, but your bones are your chief means of support.—DRINK MILK"

ISN'T IT THE TRUTH?
It is a purely human trait
To dally and procrastinate;
Until tomorrow we delay
The things we ought to do today.
—P. B.

Officers of Essex F. F. A. Chapter, Hathorne, Massachusetts

Extracts From Annual Report

THIS year the membership of the Essex Chapter of Future Farmers of America totaled one hundred sixty-eight. Of these, fifty have a Future Farmer Degree, and eight the Bay State Farmer Degree.

In November, 103 exhibits were displayed by members for the largest and most successful Science Day in the history of the school.

During the past year members have won $200 in prize money for public speaking, judging, and exhibiting.

The chapter sponsored thruout the year regular meetings of the bee, poultry, ornamental gardening, floriculture, animal husbandry, and food preservation clubs. It conducted an essay contest, a summer project tour, and presented a play on St. Valentine's Day.

The thrift committee has encouraged personal savings accounts. For the year 1935, the chapter did a gross business of over $3,000.

At the close of the project season, October 1935, the pupil labor income amounted to $69,749.98 or an average of $300 for the students who completed projects. The total income of the 71 ownership projects was $20,242.95.